



# Visual Arts

## Visual Arts Standards, Kindergarten Through Grade Twelve

### Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

**Visual arts descriptor:** Students learn how to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events, and the environment. They identify visual elements and principles of design using the language of the visual arts.

### Standard 2. **Creative Expression**

Creating, performing, and participating in the arts

**Visual arts descriptor:** Students develop knowledge of and artistic skills in a variety of visual arts media and technical processes. They apply the knowledge and skills and demonstrate the processes in creating original artworks based on personal experiences.

### Standard 3. **Historical and Cultural Context**

Understanding historical contributions and cultural dimensions of the arts

**Visual arts descriptor:** Students explore the role of the visual arts in human history and culture. They investigate universal themes and concepts in historical and contemporary periods and styles in cultures throughout the world.

### Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about artworks

**Visual arts descriptor:** Students analyze, interpret, and derive meaning from works of visual art. They make critical judgments about and determine the quality of visual artworks and art experiences in accord with learned elements and principles of art.

### Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

**Visual arts descriptor:** Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communications skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

# Kindergarten Through Grade Three

## Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

**Visual arts descriptor:** Students learn how to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events, and the environment. They identify visual elements and principles of design using the language of the visual arts.

### **Benchmarks**

1. The student identifies artistic qualities in the environment and in works of art and is able to make distinctions in the qualities.
2. The student identifies art elements as he or she explores, analyzes, and talks about what he or she sees and creates (line, color, shape/form, texture, space).
3. The student identifies design principles as he or she explores, analyzes, and talks about what he or she sees and creates (balance, contrast, emphasis, movement, rhythm, unity).
4. The student understands and uses basic art vocabulary.

### **Kindergarten**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 4	a. Identify and talk about art elements, with special emphasis on line and color.	Students talk about art elements that they observed on a walk. Upon their return, using basic art materials, they create their own artwork in which they explore those elements. (a)

## Standard 1 Benchmarks (Continued)

## Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3, 4	b. Identify and talk about the principles of design, with special emphasis on balance and rhythm (pattern).	Students look at an artwork, such as <i>Snap the Whip</i> , by Winslow Homer, and identify and talk about what the artist did to balance the picture and what patterns they see in the work. (b)
1, 2	c. Identify various art media and art forms.	Students look at selected artwork, such as a ceramic sculpture, a pencil drawing, and a photograph, and identify what media were used. (c)

## Grade One

1, 2, 3, 4	d. Compare and contrast the use of art elements in the environment, their own artwork, and artwork they are studying, with emphasis on color, line, and shape.	<p>Students create a picture of themselves at play and compare the use of color, line, and shape in their work with the way they are used in other artwork and with how their classmates used the elements. (d)</p> <p>Students look at an artwork of children at play, such as <i>Tar Beach</i>, by Faith Ringgold; <i>Snap the Whip</i>, by Winslow Homer; and <i>Sunnyside of the Street</i>, by Philip Evergood. They discuss, compare, and contrast the use of line, shape, and color in their own artwork and works of others. (d)</p>
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## Grade Two

1, 2, 3	e. Identify and discuss art elements found in the environment, their own artwork, and artwork they are studying, with emphasis on color and space.	Students create paper cut-outs, which are combined in a classroom quilt with emphasis on color and space (positive and negative). (e)
3	f. Identify and discuss art principles found in the environment, with emphasis on movement and center of interest.	Students find examples of movement and contrast expressed in photographs and works in two and three dimensions. They identify the center of interest in the work and tell what the artist did to focus attention there. (f)

## Standard 1 Benchmarks (Continued)

## Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 4	g. Compare and contrast the use of the art elements, with emphasis on color, form, and texture, in the environment, their own artwork, and the artwork they are studying.	Students identify the media used in two different sculptures and describe the textural qualities. (g)
3	h. Compare and contrast the use of the art principles of unity and emphasis found in the environment.	Students compare and contrast two landscape paintings—one using oil painting and one using watercolor—in terms of media and what the artists did to express unity, movement, emphasis, space, and texture. (e, f, g, h, i)
1, 4	i. Compare and contrast two artworks that are made using different media.	

## Student Work Sample

The “Blue Boat” unlike “Autumn Landscape” has a cool and precise colors and lines. “The Blue Boat” has mostly horizontal lines and the “Autumn Landscape” has warm colors, free brush strokes and curved lines. The boat in draws your attention and the painting is more peaceful. “Autumn Landscape” looks windy and has a white tree that draws your attention. Its path draws you into the painting while the blue boat is just something you look at and it doesn’t really take you into the painting’s depths. The paintings are roughly both at daytime and they both have trees and people in them though “Autumn Landscape” has more movement. “Autumn Landscape” is more in the valley, while “The Blue Boat” is in more of the mountains. “The Blue Boat” is a watercolor and “Autumn Landscape” is an oil painting.

## Standard 2. Creative Expression

Creating, performing, and participating in the arts

**Visual arts descriptor:** Students develop knowledge of and artistic skills in a variety of visual arts media and technical processes. They apply the knowledge and skills and demonstrate the processes in creating original artworks based on personal experiences.

### Benchmarks

1. The student creates original works of art.
2. The student explores a variety of visual arts media, techniques, and processes.

### Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Paint pictures depicting ideas, such as "animal," "family," and "neighborhood," and describe his or her paintings and use of color.	Students take a walk in the neighborhood and discuss what they see, emphasizing colors and shapes. Students then paint a picture of the neighborhood and in a discussion relate what they painted to what they saw. (a)
1, 2	b. Build a three-dimensional construction.	After a walk in the neighborhood, students create cardboard and wood scrap constructions expressing their idea of their house or a house they saw. (b)
1, 2	c. Use a variety of lines and shapes in artwork.	Using colored chalk or crayon, students create a self-portrait using line and shape. (c)

### Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	d. Use art materials, such as colored chalk, paint, or clay, to complete exercises that explore variations in the use of line, shape, and color to communicate ideas.	After viewing paintings by such artists as Helen Frankenthaler and Brice Marden, students use tempera paint or colored chalk to show how colors can be mixed to produce different colors and how a wide variety of lines, such as fat, skinny, short, and wavy, can be created. (d)
1	e. Show contrast in a two- or three-dimensional artwork.	Students create a cut-and-torn paper collage using a variety of sizes and shapes. (e)
1, 2	f. Use clay to create a three-dimensional form representing an animal or a bird.	After a discussion of the geometric shapes seen in the form of an animal, students model an animal of their choice from clay. (f)

**Standard 2 Benchmarks (Continued)****Grade Two**

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence that students are meeting the standards:</b>
1, 2	g. Use a variety of media in explorations of line, shape, color, space, movement, and emphasis.	While creating self-portraits in tempera paint, crayon, or pastel, students carefully observe the shapes in facial features, colors in the skin and clothing, lines in the hair, and other details. (g)
1, 2	h. Create a two-dimensional artwork using overlapping to create the illusion of depth (space).	Students collect a variety of leaves, then draw a picture of overlapping leaves using a variety of lines and creating a balanced composition. (h)
1, 2	i. Create a three-dimensional sculpture that communicates movement.	Students create a mobile that repeats a geometric shape to create a sense of visual movement. (i)

**Grade Three**

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence that students are meeting the standards:</b>
1, 2	j. Create artworks that reflect their study of a culture.	After studying masks of the northwest coast Indians, students make a mask using materials found in their modern-day environment emphasizing a contrast in textures. (j)
1, 2	k. Create artworks that demonstrate an understanding of depth.	Students study a painting of people or a landscape. They make a drawing of people or things that appear close, making them larger and darker and overlapping them. Then they add objects and people that are far away, making them smaller and lighter and placing them higher on the page. (k)
1, 2	l. Create compositions that reflect a sense of unity and rhythm.	Students collect objects to use in printmaking and create a series of prints that show how repeated patterns can be used in a unified composition. (l)

**Student Work Sample**

### Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

**Visual arts descriptor:** Students explore the role of the visual arts in human history and culture. They investigate universal themes and concepts in historical and contemporary periods and styles in cultures throughout the world.

#### Benchmarks

1. The student examines artworks from a variety of cultures.
2. The student describes major themes and styles in visual art from the past and present.
3. The student explores the role of visual arts in human history.

#### Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	a. Describe various artworks of a similar theme from different time periods.	Students look at and talk about artworks from various cultures that show human relationships now and long ago. (a)  Students make original artwork showing personal relationships and tell how their work is similar to a displayed historical work of art. (a)
1, 3	b. Talk about familiar objects from today and long ago.	Students make original objects (such as dolls, toy vehicles, or shoes) from a variety of simple materials. (b)
1, 2, 3	c. Use art for storytelling.	After hearing children's literature and folktales from a variety of cultures, students make puppets, drawings, or paintings to tell a personal story or folktale. (c)

#### Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	d. Identify and talk about art forms in their community (e.g., architecture, murals, or sculpture).	Students describe two artworks in the community, then create a drawing or model of one of the works. (d)
1, 2, 3	e. Identify and describe various art genres from a variety of time periods and cultures.	Students research an art genre (e.g., landscapes, seascapes, or portraits), name an artist who worked in the genre, describe the artist's work, and then create an artwork that reflects the genre. (e)  Students create a self-portrait. (e)  Students make a portrait of a famous person. (e)



## Standard 3 Benchmarks (Continued)

## Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3	f. Demonstrate how artists use art to share experiences.	Students look at artworks that show children/families or people engaged in events and then create a similar artwork. Works they might look at include Faith Ringgold's <i>Tar Beach</i> ; Winslow Homer's <i>Crack the Whip</i> ; and Ben Shahn's <i>Handball</i> . (f)
1, 2	g. Talk about artists and art styles from various cultures.	Students create an original work of art based on a selected artist's style from one of the artists who were studied (Monet, Degas, Charles White, Faith Ringgold) and talk about their work. (g)
1, 3	h. Identify and discuss how art is or was used in events and celebrations from the past and present and in various cultures.	Students make a two-dimensional or three-dimensional work of art showing a tradition, event, or celebration they have experienced. (h)  After visits from community artists from various cultures, students draw a two-dimensional or three-dimensional work of art that reflects cultural groups in their community. (h)

## Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3	i. Identify artists from his or her own community.	Students write a group or an individual letter to an artist from the community and send it to the artist along with an original artwork reflecting the subject matter of the artist. (i)  Following discussion of local art tradition, students create a mural showing the celebration of a local tradition or holiday event. (i)
3	j. Discuss museums and their role in reflecting continuity and changes in art.	Students write a report after visiting a local art gallery or museum. (j)  Students create a school art gallery or a display of local artwork from the community. (j)

## Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about artworks

**Visual arts descriptor:** Students analyze, interpret, and derive meaning from works of visual art. They make critical judgments about and determine the quality of visual artworks and art experiences in accord with learned elements and principles of art.

### Benchmarks

1. The student talks about his or her artwork and the works of others.
2. The student talks about the reasons that people make art.
3. The student uses art vocabulary to express his or her ideas and to give reasons for his or her preferences in works of art.

### Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	a. Talk about reasons artists have for creating artwork.	Students talk about a work of art, telling what they think the artist is saying, and give reasons for their responses, using art terms. (line, color, shape). (a)
1, 2, 3	b. Talk about his or her artwork (using art vocabulary), including why he or she created the work, and identifying the subject of the work.	Students create a two-dimensional work of art to illustrate a feeling, a mood, an experience, a piece of music, etc., and tell why they selected the colors, lines, and other art elements they chose. (b)  Students select colors, lines, and forms to reflect two different moods, such as fear and hope, love and hate, and happiness and sadness, and tell why they selected the elements they chose. (b)  Students talk about their artwork and how they used the elements to express an idea. (b)

### Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3	c. Describe what he or she likes or dislikes about a work of art and tell why, using art terms.	Students look at a work of art and tell what they like about it, how it makes them feel, and what the artist did in the work to create the feeling. (c)
3	d. Identify broad categories of artworks.	Using art images or art objects, students name the category that each item represents, such as painting, sculpture, prints, and pottery. (d)

## Standard 4 Benchmarks (Continued)

## Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2, 3	e. Describe what an artist does.	Students tell about the work of artists, describing different media and forms (e.g., drawing, painting, sculpture). (e)
1, 3	f. Identify the message, meaning, and/or mood of specific artworks.	Looking at two artworks of similar subjects, such as Beaton's <i>Arts of the West</i> and Hopper's <i>Nighthawks</i> , students tell what they think was the artist's intent. (f)

## Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	g. Analyze the elements the artist uses to create a work of art.	<p>Students look at a work of art and tell about the kinds of lines the artist used. (g)</p> <p>Students look at a work of art and talk about the shapes or colors used by the artist. (g)</p> <p>Looking at two similar works of art—two sculptures, paintings, etc.—students talk about the artist's use of line, color, shape, or texture in each one. (g)</p> <p>Looking at art reproductions or original artwork, students discuss how the artist used the elements of art to express an idea or mood or tell a story. (f, g)</p>
1, 3	h. Distinguish between representational and nonrepresentational artworks.	Students categorize and discuss what constitutes representational and nonrepresentational artworks. They discuss how the art elements are used in each one. (h)

## Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

**Visual arts descriptor:** Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communications skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

### **Benchmarks**

1. The student explores how visual arts relate to other subject areas.
2. The student talks about what artists do.
3. The student makes choices in solving artistic problems.
4. The student learns to complete tasks.

### **Kindergarten**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3	a. Use the visual language of art as a means by which to express their personal world, ideas, and emotions.	Students examine a spider and a spider web and draw them using straight and curved lines. (a)
2	b. Talk about the various kinds of artwork visual artists produce.	After an artist visits the classroom and shows a variety of two- and three-dimensional works, students talk about which work they liked the best and why. (b)
1, 3, 4	c. Use basic art materials effectively and in cooperation with others.	During and at the conclusion of the creation of a torn-paper collage, students use and clean up the glue and other materials appropriately. (c)  Working cooperatively, students create a cut-and-torn-paper mural of flowers and insects they have observed in their environment. (c)

### **Grade One**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	d. Recognize how people throughout time have responded to their world through art.	Students compare and contrast a Renaissance landscape, an impressionist landscape, and a landscape by Richard Diebenkorn. (d)

**Standard 5 Benchmarks (Continued)****Grade Two**

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence that students are meeting the standards:</b>
<b>1, 2</b>	e. Compare and contrast natural and human-made objects and objects they consider to be works of art.	Students are given an assortment of photographs of natural and human-made objects and sort them into three piles. (e)
<b>1</b>	f. Translate the verbal language they heard in a story into visual imagery.	<p>After hearing a story about people from long ago, students draw a picture that depicts a dramatic moment or a character in the story. (f)</p> <p>Students draw pictures of extraordinary people in our nation's history and people in biographies, stories, folktales, and legends. (f)</p>

**Grade Three**

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence that students are meeting the standards:</b>
<b>2</b>	g. Discuss the importance of artists other than painters and sculptors.	Students talk about what architects, fabric designers, and illustrators produce and how their works play a role in their world. (g)
<b>2, 3, 4</b>	h. Demonstrate basic knowledge of the technical process used in visual arts.	Students create a clay dinosaur demonstrating appropriate clay preparation, joining techniques, and cleanup procedures. (h)
<b>3, 4</b>	i. Describe how art is used to fill many common needs of people. j. Use resources appropriately to solve an artistic problem.	<p>Students bring in a picture of an interior room and talk about how the art elements and principles of design are used in the space. (i)</p> <p>Choosing from a variety of textural materials, students select those that are effective in depicting a character in a folktale or legend in a collage. (j)</p>

# Grades Four and Five

## Standard 1. Artistic Perception

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

**Visual arts descriptor:** Students learn how to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events, and the environment. They identify visual elements and principles of design using the language of the visual arts.

### Benchmarks

1. The student recognizes and describes the visual characteristics of works of art, objects in nature, events, and the environment.
2. The student identifies and describes art elements as he or she explores, analyzes, and talks about what he or she sees and creates (line, color, shape/form, texture, space).
3. The student identifies and describes design principles as he or she explores, analyzes, and talks about what he or she sees and creates (balance, contrast, emphasis, movement, rhythm, unity).
4. The student continues to expand and use art vocabulary.

### Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 4	a. Compare and contrast art elements, with emphasis on similarities and differences in shape (two-dimensional) or form, types of lines (horizontal, vertical, diagonal), and color variations (shade and tint).	Students create an imaginative three-dimensional mission incorporating the basic architectural features common to the historical missions of California. (a, b)

## Standard 1 Benchmarks (Continued)

## Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3, 4	b. Explore the principle of movement as related to two-dimensional and three-dimensional form.	Students discuss how the eye travels as they view sculptural works by Henry Moore and photography by Ansel Adams. (b)
1, 4	c. Discuss how media relate to function.	Students design a flag that reflects the diverse components of the student population in their school or class. (c)  Students look at drawings of people made with pencils, charcoal, and crayon and discuss how the different materials helped the artist convey different personalities and emotions and how the line creates a sense of movement. (b, c)

## Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 4	d. Explore the expressive qualities of the art elements, with emphasis on color (warm/cool), shape (geometric and free-form), and space (positive and negative).	Students write a description of the flag from the flag's point of view, including some information about the choices made in color and shape and in organization of the design. (a, d)
1, 3, 4	e. Apply the principles of design, with emphasis on balance, dominance, and unity.	Students examine realistic, abstract, and non-objective paintings and identify which design principles were used to create unity. (e)
1, 4	f. Look at the media that artists and designers use to create their artwork and discuss possible reasons they may have had for their choices.	Students compare and contrast reproductions of cave paintings of animals and contemporary horse sculptures by Debra Butterfield and analyze the connections between the use of the media and the artist's intent. (f)

## Standard 2. Creative Expression

Creating, performing, and participating in the arts

**Visual arts descriptor:** Students develop knowledge of and artistic skills in a variety of visual arts media and technical processes. They apply the knowledge and skills and demonstrate the processes in creating original artworks based on personal experiences.

### Benchmarks

1. The student creates original works of art reflecting skill in applying the art elements and principles of design.
2. The student explores a variety of visual art media, techniques, and processes and chooses what to apply in his or her work.

### Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Convey ideas or emotions in an assigned medium.	Students create a tempera painting that reflects ideas or emotions about a person they know and discuss why they used particular techniques and effects. (a)
1, 2	b. Use a variety of painting, printmaking, drawing, modeling, and construction techniques in his or her artwork.	Students create a sculpture that takes its inspiration from an animal form and discuss why they selected the media and techniques and how the use of the art elements contributes to the expression. (b)
1, 2	c. Create works of art that communicate and record impressions and views of everyday events and/or moments in history.	Students translate a field trip experience into a cut-and-torn-paper collage similar to those created by Romare Bearden. (c)

### Student Work Sample





## Standard 2 Benchmarks (Continued)

## Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	d. Demonstrate an appropriate level of technical skill in a variety of visual arts techniques, including computer graphics, film, photography, or video.	Students produce a self-portrait using a computer paint/draw program or other media to effectively convey their own personality. (d)
1, 2	e. Select ideas or feelings and convey them effectively in an assigned medium.	Students make a cardboard cube covered with drawings and slogans that express interests, hobbies, likes and dislikes, and future plans. (e)
1, 2	f. Employ the visual arts to communicate values, opinions, and/or personal insights.	Students create a portfolio of at least five works (each in a different medium) and write an analysis of each piece, discussing what is being communicated and how the medium and use of the art elements contribute to conveying that meaning. (d, e, f)

## Student Work Sample

**Two cityscape paintings: The “Sunny Side of the Street” picture is very action packed and happy looking and everybody seems to be doing something. On the other hand, “The Boy with a Tire” picture is very sad and lonely because it looks like he lives in a ghetto with nobody else around him. The “Sunny Side of the Street” has a one-point perspective which sort of invites you into the picture, but “The Boy with a Tire” stops you at the sidewalk because of the horizontal lines; also this picture has very little empty space. The “Sunny Side of the Street” painting has very bright colors and the other painting has cool, dull colors. The objects that catches my eye in both pictures are the people because in one picture there’s a lot of people but in the other that’s the only object that stands out.**

Standard 3. **Historical and Cultural Context**

Understanding historical contributions and cultural dimensions of the arts

**Visual arts descriptor:** Students explore the role of the visual arts in human history and culture. They investigate universal themes and concepts in historical and contemporary periods and styles in cultures throughout the world.

**Benchmarks**

- 1. The student will compare and contrast styles of art from a variety of times, places, and cultures.
- 2. The student explores the role of the visual arts in human history.

**Grade Four**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Identify and discuss artworks of the past and present by comparing and contrasting them.	Students identify artworks from the past and present (e.g., Pre-Columbian art, Columbian art, American Indian art, Mexican art, and contemporary mural art) and write a report for which they use books, libraries, and other resources. (a)
2	b. Identify and describe the work of contemporary artists and craftspersons.	Students create an original artwork or craft item in the style of a contemporary California artist. (b)
2	c. Describe how local and state art galleries and/or museums contribute to the conservation of art and art history.	Students report on various art galleries and museums that house the artistic contributions of various cultural groups (e.g., Southwest American art, Indian art, or Asian art). (c)
2	d. Discuss the influence of religious groups on art and architecture.	Students compare a mission and a contemporary religious building and discuss the role the arts play in the interior and exterior design of both. (d)

**Standard 3 Benchmarks (Continued)****Grade Five**

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence that students are meeting the standards:</b>
<b>2</b>	e. Discuss the role of the arts in reflecting life.	Students describe artworks from the American colonial period and tell what they learned about life in that time from the artworks. (e)
<b>1</b>	f. Identify various art and craft forms from historical periods.	Looking at images of art or craft items from colonial and present times, students identify the items and compare them with the same or similar objects used today. (f)
<b>1, 2</b>	g. Identify and contrast the artworks and the role of the arts in various regions.	<p>Students compare and contrast art from eastern colonies with art of the western frontier and write a report on the two bodies of art. (g)</p> <p>Students create artworks that reflect the style of art from one of the original 13 colonies in America. (f, g)</p> <p>Students identify or discuss in written form what they learned about the art styles and artworks of colonial times. (e, f, g)</p>

## Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about artworks

**Visual arts descriptor:** Students analyze, interpret, and derive meaning from works of visual art. They make critical judgments about and determine the quality of visual artworks and art experiences in accord with learned elements and principles of art.

### Benchmarks

1. The student develops specific criteria to assess works of art.
2. The student applies appropriate criteria when analyzing works of art.
3. The student discusses and describes various purposes for creating visual art.
4. The student analyzes the form (the way a work of art looks) and content (what a work of art communicates) of works of art.
5. The student expresses his or her ideas about art and gives reasons for his or her preferences in works of art.

### Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2, 4	a. Describe artworks in terms of the art elements and design principles.	Students develop descriptive phrases to describe the elements (line, shape, form, color, value, texture, and space) in a selected work of art. (a)
4	b. Talk about how mood or feelings are conveyed in selected works of art.	After looking at artworks that show movement, such as Jacob Lawrence's <i>Olympic Runners</i> or Marcel Duchamp's <i>Nude Descending a Staircase</i> , students identify the art elements and design principles the artist used to create the sense of movement. (a, b)
3, 4	c. Give at least three characteristics that he or she believes make an object a work of art.	After researching cave paintings, students answer the following questions: Where were they made? Who made them? How? Why? What purposes did they serve? How are they like paintings made today? How are they different? (c, d)
3, 4	d. Identify multiple purposes for creating works of art.	
1, 2	e. Make judgments about the success of an artwork (technical and expressive) and give reasons for his or her opinions.	After looking at selected artworks, such as Romare Bearden's <i>Miss Bertha and Mr. Seth</i> and Jacob Lawrence's <i>Tombstones</i> , students express their ideas about the possible reasons why the artists selected the materials, techniques, and subject matter. They give clear, thoughtful reasons for their ideas and opinions. (e)

**Standard 4 Benchmarks (Continued)**

**Grade Five**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
5	f. Refer to qualities that can be seen directly (art elements and design principles) and identify expressive qualities when describing a personal preference in a work of art.	Students look at two or more cityscapes and express their ideas and opinions about how well the artworks capture and express ideas about the city and the people who live there. (f, g)
4	g. Express ideas about the literal and expressive content of selected works of art.	
1, 2	h. Use selected criteria as the basis for making judgments about works of art.	Students discuss two or more nonobjective works of art; they compare and contrast the expressive impact of the artworks, identifying the elements or qualities that express emotions. (b, h)

## Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

**Visual arts descriptor:** Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communications skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

### **Benchmarks**

1. The student identifies ways in which the visual arts relate to other subject areas.
2. The student recognizes the ways in which the professions in the visual and performing arts are similar and different.
3. The student recognizes that there are multiple solutions to problems.
4. The student learns to manage his or her time and resources.

### **Grade Four**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Connect what he or she learns in visual arts to other disciplines.	After listening to music from the Gold Rush period in California history, students work cooperatively to create a performance piece in which they apply visual arts, music, dance, and theatre skills. (a)
2	b. Relate artistic skills to a variety of careers.	Students identify major industries in California that are related to visual arts. (b)
3	c. Identify how art improves the aesthetic quality of the environment.	Students research a work of public art in their community and interview several people to get their opinion of the work. (c)

### **Grade Five**

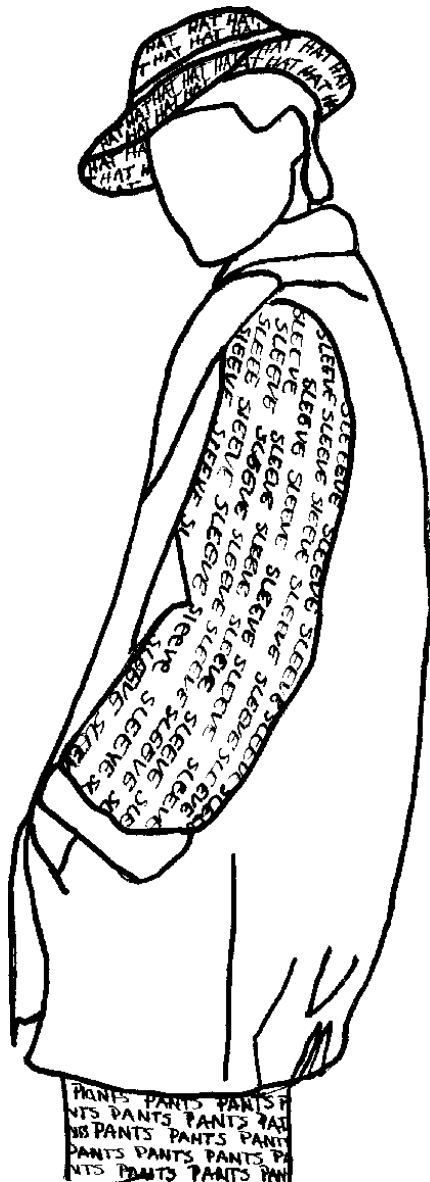
Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	d. Create works of visual art that are inspired by dance, music, or theatre.	After listening to music by an American composer, students create a painting that reflects the theme or mood of the music. (d)
2	e. Recognize the impact of visual communication in our lives.	Students select a television commercial or magazine, tell how it influences the consumer, and describe what may be real or media generated or manipulated to create an illusion. (e)

## Standard 5 Benchmarks (Continued)

## Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	f. Explore communication media to develop an appreciation for commercial art.	Working in pairs, students play the roles of a commercial artist and a client and produce a plan for a work of art that meets the client's needs, is appropriate for the audience, and uses materials in a creative way. (f)

## Student Work Sample



# Grades Six Through Eight

## Standard 1: **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

**Visual arts descriptor:** Students learn how to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events, and the environment. They identify visual elements and principles of design using the language of the visual arts.

### **Benchmarks**

1. The student recognizes, describes, and analyzes the visual characteristics of works of art, objects in nature, events, and the environment.
2. The student identifies, records, and uses art elements as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates (line, color, shape/form, texture, space).
3. The student identifies, records, and uses design principles in exploring, analyzing, and talking about what he or she sees in the physical world and in what he or she creates (balance, contrast, emphasis, movement, rhythm, unity).
4. The student continues to expand and use art vocabulary.



**Grade Six**

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence that students are meeting the standards:</b>
<b>1, 2, 4</b>	a. Identify and discuss all the elements of art found in selected artworks, with emphasis on texture.	Students draw magnifications of textured surfaces of objects in nature, such as shells, walnuts, and bark, showing detail, light, and shadow. (a)
<b>1, 2, 3, 4</b>	b. Identify interactions of art elements and design principles as they contribute to expressive qualities in an artwork.	After looking at masks, students point out the ways in which the mask-makers used the art elements and design principles. (a, b)
<b>1, 3, 4</b>	c. Explore the principles of balance in the natural world and in works of art.	Students create a symmetrical mask, emphasizing one of the art principles (student's choice). (c) Students create an autobiographical illuminated letterform that uses line and shape in a design that is asymmetrically balanced. (c)
<b>1,4</b>	d. Discuss materials used in different civilizations, past and present.	Students select three works by a recognized artist from the past or present. They analyze how the artist used the media and the art elements and principles of design to convey an idea or feeling. (a, b, c, d)

**Grades Seven and Eight**

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence that students are meeting the standards:</b>
<b>1, 2, 3, 4</b>	e. Review and expand his or her understanding of the art elements and principles of design, focusing on space.	After looking at and describing artworks, students create a work that reproduces the various ways that artists convey space, such as simple perspective (placement overlapping, size), atmospheric perspective (amount of detail, color intensity), and linear perspective (converging lines). (e)
<b>1, 4</b>	f. Describe the world he or she lives in, using artistic terms.	Students describe people, buildings, homes, and activities they saw on a field trip, noting art elements and principles of design (e.g., the linear patterns created by rows of windows, colorful gardens with different shades of red flowers). (f)

## Standard 1 Benchmarks (Continued)

## Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 4	g. Identify and discuss various art media and art forms.	Students investigate and select for discussion artworks that are intended to persuade or make political statements (e.g., political cartoons). (g)  Students compare and contrast artworks on the same subject matter but created in different media, such as a family by sculptor Henry Moore and a painting collage by Romare Bearden. (g)
1, 2, 4	h. Discuss expressive qualities of the art elements (for example, color [warm and cool] and line [static and active]).	Using their own action sculptures (made of foil or wire), students describe the expressive qualities using artistic terms. (h)  Students select three or more of their own artworks, identify the main idea of each, and then write about why they selected specific colors, types of lines, and/or textures to communicate their thoughts. (h)
1, 2, 4	i. Compare and contrast the elements of shape and form as they relate to three-dimensional form.	After looking at the human form through sculptures, students identify how sculptors, such as Rodin, Remington, Degas, and Giacometti, convey movement or action through shape and form. (i)

## Student Work Sample

**Mask Analysis: My mask was a man-like figure, clutching the earth in its grasp. It had no hoops, like many Eskimo masks, but did have many appendages, which are its arms and its leaves, representing the source of the earth's plants. He had painted the earth with colors so that things wouldn't all be the same color. During the making of the mask, I was forced to sacrifice the horns, teeth and fingers due to lack of time and resources. But, overall, I was very satisfied with its outcome.**

## Standard 2. Creative Expression

Creating, performing, and participating in the arts

**Visual arts descriptor:** Students develop knowledge of and artistic skills in a variety of visual arts media and technical processes. They apply the knowledge and skills and demonstrate the processes in creating original artworks based on personal experiences.

### Benchmarks

1. The student creates original works of art of increasing complexity and with increased technical skill.
2. The student explores a variety of visual art media, techniques, and processes and chooses what to apply in his or her work.
3. The student engages in expressive art experiences, gaining personal insight about and appreciation of his or her accomplishments and the accomplishments of others.

### Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Create images that show real objects in new ways.	Students create a monochromatic painting in which they combine three different views of the same object, overlapping some of the views to create new and interesting internal shapes. (a)
1, 2, 3	b. Select ideas or emotions to convey in two-dimensional works.	Students produce a series of self-portraits using the medium of their choice to effectively convey their interests. (b)
1, 2, 3	c. Select an object or group of objects and convey it or them expressively or symbolically in a three-dimensional form.	Students select an object or group of objects and convey their impressions of it or them in a sculpture or mobile. (c) Students research masks from various cultures, then construct a found-object mask embellished to reflect their contemporary culture. (c, d)
1, 2, 3	d. Create original artworks by using drawing, painting, printmaking, modeling, or construction techniques reflecting higher levels of skill.	Students create a series of artworks depicting landscapes from the real or an imagined world. (d) Students explore a technique in depth. For example, they produce a portfolio of still life watercolors demonstrating different skills in each painting: graduated washes, wet-on-wet, dry brush, double-loading, etc. (d)

**Standard 2 Benchmarks (Continued)****Grades Seven and Eight**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	e. Create art that shows objects or surroundings as the student would like them to be.	Students collect photographs of contemporary automobiles and, with a computer program, draw a car that combines the features and innovations they would like to see in a car of the future. (e, f)
1, 2, 3	f. Create original artworks in photography, computer art, or video.	
1, 2, 3	g. Create art that includes personal symbols and celebrates individuality.	Students create a life-sized self-portrait in which they use abstraction to show insights about their personal interests, ambitions, accomplishments, and abilities. (g)
1, 2, 3	h. Interpret reality and fantasy in original artwork that requires conscious decision making as well as connections to other subject areas.	Students draw or paint a futuristic world, including buildings, people, vehicles, and the natural environment, then write a science-fiction story to accompany the illustration. (h)
1, 2, 3	i. Create a work of art that reflects an idea, emotion, or point of view.	After reviewing the plight of homeless people over the past ten years, students, working alone or in small groups, create large, life-sized paintings or an installation piece. The work is displayed with quotes from newspaper or magazine stories about the homeless in America. (i)
1, 2, 3	j. Examine the works of other artists for inspiration and technique.	Students identify balance, emphasis, and unity found in multiple works of art by one artist, such as Georgia O'Keeffe or John Marin, then create two works that reflect effective variations on the principles of design. (j)

**Student Work Sample**

### Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

**Visual arts descriptor:** Students explore the role of the visual arts in human history and culture. They investigate universal themes and concepts in historical and contemporary periods and styles in cultures throughout the world.

#### Benchmarks

1. The student will compare, contrast, and analyze styles of art from a variety of times, places, and cultures.
2. The student explores the role of the visual arts in human history.

#### Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Use a variety of sources to report on the art of various civilizations or cultures from ancient to modern times.	Students report on traditional images or designs found in artworks of various ethnic and cultural groups and from different time periods. (a, b)
1	b. Identify, discuss, and compare and contrast artworks from various periods, styles, and cultures from ancient times to the present.	Students develop a time line that demonstrates their understanding of art from ancient times and various places to present. (b)  Students write a comparison of the traditional images and/or designs in the art of at least two cultures. (b)

#### Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	c. Examine the art from various cultures, past and present, to understand how art functioned in communities in those places and times.	Students explain in written form how art functioned in a selected culture. (c)  Students research the reasons that art was (is) made and then categorize selected artworks by purpose (e.g., magic, success, guardians' memorials, continuing life, storytelling). (c)
1, 2	d. Identify and discuss major works of art by women or by members of diverse ethnic groups living in the United States.	Students visit a museum or gallery showing the work of ethnically diverse local artists and report on the experience by sketching interesting features of the exhibit and writing a class letter and questions to the artist(s). (d)
2	e. Examine and discuss artwork created as a social comment or to protest social conditions.	Students study political cartoons from the past (e.g., those of Goya and Daumier). Then they view contemporary editorial cartoons and create their own cartoons based on a recent event. (e)

## Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about artworks

**Visual arts descriptor:** Students analyze, interpret, and derive meaning from works of visual art. They make critical judgments about and determine the quality of visual artworks and art experiences in accord with learned elements and principles of art.

### Benchmarks

1. The student develops specific criteria to assess the qualities and merits of works of art.
2. The student applies appropriate criteria when analyzing content and technique in works of art.
3. The student discusses and describes various purposes for creating visual art.
4. The student analyzes the form (the way a work of art looks) and content (what a work of art communicates) of works of art.
5. The student expresses his or her ideas about art and gives reasons for his or her preferences in works of art.

### Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Develop criteria and apply the four steps of art criticism to their own artwork and the work of others: (1) describe the work; (2) analyze the work in terms of the art elements and design principles; (3) interpret the work in terms of ideas and emotions; and (4) judge the work as to its success both technically and in either communicating an idea or emotion or fulfilling a practical purpose.	Students reflect on what is and what is not art and create an everyday, common object as a work of art. They create a written description of the artwork in which they describe, interpret, and judge the success of the work in fulfilling its purpose. (a)  Students apply the four steps of art criticism to two works selected from their own portfolio of work and write an analysis of each. (a)
3, 4, 5	b. Determine what constitutes a work of art through analysis and discussion of the design principles and elements of art.	Given an artwork or image, students analyze the use of art elements and design principles to determine whether the work may or may not be considered art. (a, b)  Students visit a local art gallery and discuss the most obvious purposes of the works they see (e.g., a hand-woven scarf is for keeping warm). (b)

## Standard 4 Benchmarks (Continued)

## Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 5	c. Identify skills used in making judgments about works of art and identify between a preference and a judgment.	Students read about a work of art (art criticism) and make a list of the thinking skills, such as describing and understanding the historical context of the work, the writer might have used to write about the work. (c)
1, 5	d. Construct and use sets of criteria for making judgments about art.	After the class decodes the criteria to be used in judging a work of art, the criteria are applied to judging a work of art (students' responses may be written as individual work or group projects). (d)  After students develop criteria, they apply them to two or more works of art and arrive at conclusions as to whether they have made a judgment or a preference. (d)
1, 2, 4	e. Develop criteria for interpreting meaning and apply criteria to their own artwork to determine its success.	Working in small groups, students develop a list of criteria to use to determine the success of an assigned art project. They apply the criteria to their own work and the work of another person in the group and submit a written critique of both the works based on the criteria. (e)
3	f. Identify multiple purposes of art.	From research and looking at artworks, students interpret reasons or purposes for the works. (f)

## Student Work Sample

**In both works of art that I did, I tried to portray the feeling of deep sadness and depression that Mother earth is dealing with. By using dark colors and thick strokes, the feeling of devastation is easier to see. The expression on the cheek enhances the feeling of deep sadness. In my first painting, it shows the reason she is crying by showing the world breaking. In the second painting, the lines show more depression.**

**My focal point in both paintings was Mother earth's face. The color of her hair makes her seem special and different. The repetition in the first painting is the stars. The repetition in the second painting is the swirling lines.**

## Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

**Visual arts descriptor:** Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communications skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

### **Benchmarks**

1. The student applies what he or she learns in art to learning in other subject areas.
2. The student learns about careers in art as well as art-related careers.
3. The student demonstrates flexibility in his or her approach to problem solving.
4. The student learns to manage time and to use materials efficiently.

### **Grade Six**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Apply skills from other disciplines to produce visual artwork.	Students apply geometric skills to create tessellations in the style used by M. C. Echer. (a)
2	b. Identify viable careers in visual arts.	Students identify careers in the visual arts and careers they consider to be related to visual arts and explain why they think the careers are related to visual arts. (b)
2, 3	c. Teach others skills he or she has learned in visual arts	Students, individually or in pairs, teach lower grade students a visual art process, such as making a cardboard-loom weaving. (c)

### **Grades Seven and Eight**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	d. Reflect on how the knowledge and skills learned in visual arts apply to their future.	Students answer the following questions: What does art have to do with my future? What can I do with art? What are the practical aspects of art? What opportunities are there to develop my talents and interests? (d)
1, 3, 4	e. Carry out a leadership role in the art class.	Students present the assignment of the day to their small group; allocate, maintain, and troubleshoot materials and equipment; and monitor the group's performance. (e)



# Grades Nine Through Twelve

## Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

**Visual arts descriptor:** Students learn how to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events, and the environment. They identify visual elements and principles of design using the language of the visual arts.

### **Benchmarks**

1. The student recognizes, describes, analyzes, discusses, and writes about the visual characteristics of works of art, objects in nature, events, and the environment.
2. The student identifies, records, and uses art elements as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates (line, color, shape/form, texture, space).
3. The student identifies, records, and uses design principles in exploring, analyzing, and talking about what he or she sees in the physical world and in what he or she creates (balance, contrast, emphasis, movement, rhythm, unity).
4. The student continues to expand and use art vocabulary to describe and analyze works of art and the environment.

## Standard 1 Benchmarks (Continued)

## Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 4	a. Discuss complex issues, such as distortion of shapes/form, space, advanced color theory, implied and actual texture, scale, expressive content, and real vs. virtual.	Students compare and contrast the works of Bridget Riley, Dali, Picasso, Magritte, Nam June Paik, and Kahlo in terms of the use of the art elements, design principles, and the expressive content. (a).  Students create artwork that shows their understanding of the art elements and principles of design. (a)
1, 4	b. Discuss and make choices about materials as they relate to function.	Students select three works from their portfolios. They write about or discuss the intent of the work and how they used the media, art elements, and principles of design to convey an idea or emotion. (a, b)
1, 2, 4	c. Describe the use of the art elements and principles as they relate to specific artists, styles, and periods of art.	Students research and write a description of a specific artist, style, or period of art, such as Warhol, Hockney, Fauvism, or Japanese printmaking, using the art elements and principles of design. (c)
1, 2, 3, 4	d. Communicate his or her perceptions of the world of art and his or her environment, using the art elements, design principles, and art vocabulary.	Students compare sculptures by Marisol, Alberto Giacometti, and Henry Moore and then accurately discuss the artists' use of distortion to express their conception of humanity. (a, d)  Students create paintings or sculptures emphasizing line, color, texture, or shape to express an emotion, such as anger, sorrow, or joy. They select two of their works in different media and discuss which was more successful in conveying the intent of the work. (a, b, d)

## Student Work Sample



Students derive meaning from master artworks through interpreting symbols and the artist's uses of metaphor. (c, d)

## Standard 2. Creative Expression

Creating, performing, and participating in the arts

**Visual arts descriptor:** Students develop knowledge of and artistic skills in a variety of visual arts media and technical processes. They apply the knowledge and skills and demonstrate the processes in creating original artworks based on personal experiences.

### Benchmarks

1. The student creates original works of art of increasing complexity and with increased skill.
2. The student explores a variety of visual art media, techniques, and processes, making choices as to what to apply in his or her work.
3. The student engages in expressive art experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others.
4. The student demonstrates an understanding of how to solve artistic problems in unique and expressive ways.

### Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3, 4	a. Produce a work of art effectively using the elements and principles of design in drawing, painting, sculpture, ceramics, photography, or other media or emerging technology.	Students demonstrate an appropriate level of control and craftsmanship when drawing and in at least two other two-dimensional or three-dimensional media. They select for inclusion in a portfolio five of the works they feel to be most successful and discuss the strengths of each work, using appropriate visual arts vocabulary. (a)
1, 2, 3, 4	b. Demonstrate in his or her visual artworks an exploration of a personal style and proficiency in communicating an idea or emotion.	Students complete a series of at least three works in the same medium and style that convey a similar meaning. Those works reflect an emerging personal style and are convincing in their communication of an idea or emotion. (b)
1, 2, 4	c. Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks.	Students work in small groups to examine architectural details in many parts of the world (past and present) and synthesize those details into their own design for a community center. (c)

### Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

**Visual arts descriptor:** Students explore the role of the visual arts in human history and culture. They investigate universal themes and concepts in historical and contemporary periods and styles in cultures throughout the world.

#### Benchmarks

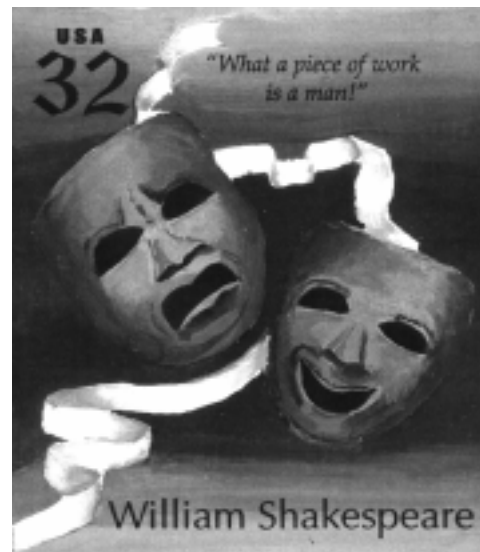
1. The student will compare, contrast, and analyze styles of art from a variety of times, places, and cultures.
2. The student recognizes that the visual arts and artists reflect, play a role in, and influence culture.

#### Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Identify some trends of contemporary styles in American art and discuss the diverse cultural developments reflected in the artworks she or he has examined.	Students list contemporary political, social, historical, and cultural issues. Looking at artworks in slides, videos, museums, and the community, students write about perceived connections between the art and cultural issues. (a)
2	b. Identify artists who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture.	Students research the style, role, and influence of a well-known artist. Then they create, for example, “wanted” posters with stylistically related portraits of the artists and lists of the artists’ roles in and influence on their culture. Students present their work to the class and reflect on chosen “poster” artists. (b)  Students choose a topical social or political issue and design an artwork in a contemporary style, such as performance art, computer art, an installation piece, or video art, in collaboration with a community artist. (b)
2	c. Investigate a universal concept expressed in art in visual and written form.	Students choose a universal concept, such as birth, death, war, family, nature, or progress, and find in art history three to five examples of artwork related to that concept. They sketch and write about the different presentations of that concept. (c)

**Standard 3 Benchmarks (Continued)****Grades Nine Through Twelve**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	d. Discuss (compare and contrast) the purposes of art from major time periods and cultures.	Students study the art from their own cultural heritage and produce an artwork that reflects both that heritage and contemporary times. (c, d)
2	e. Describe the role of the art historian.	<p>Using multimedia technology, students research and/or make a presentation on a universal concept expressed in art. (a, e)</p> <p>Students read a historical description of art and distinguish the ways in which the art historian places the artwork in its time and culture. (e)</p>

**Student Work Sample**

## Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about artworks

**Visual arts descriptor:** Students analyze, interpret, and derive meaning from works of visual art. They make critical judgments about and determine the quality of visual artworks and art experiences in accord with learned elements and principles of art.

### Benchmarks

1. The student makes informed judgments by applying the four steps of art criticism to his or her artwork and the work of others (describe the work, analyze the work in terms of the art elements and design principles, interpret the work in terms of ideas and emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion).
2. The student responds to a variety of works of art and talks about his or her interpretations of the artists' intentions.
3. The student expresses his or her ideas about art and gives reasons for preferences in works of art.

### Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Develop chains of reasoning for his or her judgments about works of art that link the art elements and design principles, expressive characteristics, and technical qualities to the interpretation of meaning.	Following a trip to a museum, students write a critique about their favorite works, including their interpretation of the meaning of the work, the qualities that the artist used to develop the work's meaning, how successful the artist was in using these qualities, and the importance of the meaning of the work in general and to the student. (a)
1, 2, 3	b. Make sound critical judgments about the quality and success of artworks based on his or her experiences in and perceptions about the visual art forms.	Selecting three artworks from their portfolios, students reflect and write about (1) how the works show growth over a period of time; and (2) ways in which the artworks are successful. (b)
1, 3	c. Use criteria for making judgments and identify the difference between preference and judgment.	Students compare and contrast two works of art, such as Nam June Paik's video scene from <i>Global Encounter</i> 1973 and Ilia Chushnik's watercolor <i>Floating Suprematist</i> 1922. In writing they state their preference and the reasons for it as well as their judgment about the success of the artworks. (c)

## Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

**Visual arts descriptor:** Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communications skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

### **Benchmarks**

1. The student integrates what he or she learns in art to learning in other subject areas.
2. The student learns skills in art that translate to careers.
3. The student explores careers in the visual arts.
4. The student learns diverse ways in which visual arts can communicate the same idea.

### **Grades Nine Through Twelve**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Describe his or her own artwork and art-making process using descriptive and reflective writing.	Students choose five works from their portfolio to use in writing about the following points: Artwork 1—the total quality of the work Artworks 2, 3, 4—the use of drawing, color, and design Artwork 5—their interest in a particular idea as expressed visually in the work (a)
2, 3	b. Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthetician).	Students receive a career description card for an artist, an art critic, an art historian, an art collector, or an aesthetician. Students relate to the work by role-playing the career identified on their cards. (b) Students serve as interns in a local art museum or gallery, keeping a journal of the job skills they apply and develop. (b)
1, 4	c. Organize, maintain, interpret, and communicate information.	Students maintain a portfolio of their work, organizing it in a systematic way and describing the process used to create at least three of the works. (c)
3	d. Research art and art-related careers in California.	Students list careers in art and art-related jobs available in California and describe the qualities and skills the employer would desire. (d) Students job shadow an artist working in his or her studio or in an arts-related career and then report on the work process and product. (d)

